

## Charles

In this exercise, if you can match Laurie's action in Column A with his reason for acting that way in Column B, you understand how he felt as he began his school days (and maybe you remember how you felt too!). Note: Some of the reasons in Column B may be used twice.

### Column A

1. \_\_\_\_\_ Laurie tries the "look up, look down" routine on his father.
2. \_\_\_\_\_ Laurie comes into the house slamming doors and shouting.
3. \_\_\_\_\_ Laurie describes Charles as "bigger than me," and says Charles doesn't have to wear his rubbers and jacket.
4. \_\_\_\_\_ Laurie rejects corduroy overalls with bibs in favor of jeans with a belt.
5. \_\_\_\_\_ Laurie points out that the teacher said, "We were not to take the name of the Lord in vain."
6. \_\_\_\_\_ Laurie fills his wagon with mud and pulls it through the kitchen.
7. \_\_\_\_\_ Charles (Laurie) passed out the crayons and picked up the books after class.
8. \_\_\_\_\_ Laurie whispers the bad word to his father.
9. \_\_\_\_\_ Laurie reports that when Charles stayed after school, the other children did too.
10. \_\_\_\_\_ Charles (Laurie) misbehaved in school.

### Column B

- A. He was impressed by the new person in authority.
- B. He was being "fresh" to show his independence.
- C. He was learning to assume responsibility.
- D. He was reverting to his "spoiled baby" behavior.
- E. He was testing his father to see if certain language was acceptable.
- F. He was showing his insecurity by making Charles the person that he wanted to be.
- G. He was showing his need to be accepted by others—in this case, his classmates.
- H. He was trying to appear "grown up."
- I. Laurie craved attention and wanted to feel important.